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By-Gordon, Thomas

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In order to help parents in rearing children, a theory of parent effectiveness was developed. Based on the idea that parents should be honest with their children about the child's behavior, the theory identified ownership of problems and conflict resolution. Children's behavior was defined as being acceptable and nonacceptable to the parent, depending on the the individual parent and child and on changes within the parent, child, or environment. Conflicts arose when the child or the parent "owned" a problem; that is, when their individual needs were not met because of the child's behavior. The conflicts could be resolved by the parent in both cases. When the child owned a problem, the parent could listen to the child express his feelings. When the parent owned a problem, he could honestly express his own feelings to the child. If conflict arose when neither party's needs were met, the parent and child could seek a mutually acceptable solution. Resolutions where either the parent or child "won all" were not considered satisfactory, because resentment built up in the losing party. By resolving conflict situations through compromise, parents could increase their children's acceptable behavior. Furthermore, compromise, as a technique for conflict resolution, was considered applicable to all human relationships. (JS)

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A THEORY OF PARENT EFFECTIVENESS

Thomas Gordon, Ph.D.
Pasadena, California

Six years ago I made a decision to change radically the focus of my professional work, which until then had been a rather traditional clinical practice. There were four principal reasons for making the change:

1. A disenchantment with the medical model of private practice and its language of illness, treatment, therapy, doctor, cure, etc.
2. A growing concern about the excessive cost of psychotherapy.
3. My own personal needs to move away from a treatment focus and get into the preventive field.
4. A growing dissatisfaction with the results I was achieving in working with children.

Most of the children I had worked with over the years were brought to me far too late, and few of their parents wished to get involved themselves in the therapeutic process in order to take a look at their child-rearing practices. Most parents preferred to drop their child off at my office, hoping that I would fix him up and return him back home repaired or remodeled, much like they would drop off their ailing car at the local garage. I might add, too, that not too infrequently there were strong complaints from these parents about the repair bill submitted to them.

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Over the years, I began to see something else in these parents. While their childfen were very different in both personality and symtomatology, every new parent I talked to seemed strangely similar to all the others I had seen. They all had a similar philosophy of child-rearing, they all used the same approaches in discipline, they all had the same confusions about parental authority, and they all talked with their children the same way. Particularly, they all had the same dilemma about whether to be strict or lenient, restrictive or permissive, tough or soft. In my talks with these parents, I was hearing the same things as well as saying the same things. I remember thinking that as long as I seemed to be dealing with the same issues with all of these parents, why not save their time and their money by working with groups of parents instead of seeing parents individually. Furthermore, these parents seemed to need more education about human relationships than they needed therapy. As a matter of fact, most of these parents were remarkably healthy, as measured by the usual criteria of psychological health.

Thus, these were the factors that influenced me in 1962 to change the focus of my professional work. I set a goal for myself of designing a training program for parents. Once having set that goal, I obviously needed a relatively clear notion about parent effectiveness. What is an effective parent? What is my own theory of a good parent-child relationship? I must have a sound

theory, if I am to teach a course for parents.

While I had some ideas of my own, I turned to the theories and research of others. While I did not find in the literature the answers I was looking for, I did get a real surprise. My surprise was that most of the researchers who had done studies on the parent-child relationship were in the same dilemma as my parents. They sounded very much like all the parents with whom I had talked. While it may sound presumptuous for me to say this, I felt they were almost as confused as my parents.

Let me be more specific. With but a few exceptions, psychologists who have done research on the effects of various disciplining practices on children have conceptualized the parents' role as one of being either strict or lenient, restrictive or permissive, power-assertive or non-power assertive, authoritarian or permissive, dominating or non-dominating, tough or soft. I refer to such studies as those of Healy and Bronner as far back as 1926 and those of Symonds; Radke; Bandura and Walters; Maccoby; Levin, Levy; Sears; Allensmith and Greening, Kagan and Moss; McCord; Watson; and even Coopersmith as late as 1967. All of these researchers conceptualized parental discipline in "either-or" terms--either strict or lenient. Consequently, their studies were generally designed to compare the behavior of children

whose parents were strict with the behavior of children whose parents were lenient. Interestingly enough, these studies certainly did not agree as to the superiority of either approach. The consensus of the research suggests that both restrictiveness and permissiveness entail certain risks. My point here is that psychologists themselves have tended to think of but two approaches to discipline. Recently, a few studies have included other dimensions such as warmth, inconsistency, parental hostility and so on. Nevertheless, the dichotomous thinking about discipline still persists in the theoretical systems of most researchers. There has been one notable exception--Baldwin, Kalhorn, and Breese in their classic longitudinal study at Fels in 1945 conceptualized <u>three</u> different parental approaches to discipline: Authoritarian, Laissez-faire, and Democratic.

Let me add parenthetically that the strict-or-permissive dilemma is clearly apparent in most of the books and articles for which parents are the target, as well as in the advice offered to parents by teachers, school administrators, ministers, nursery school directors, social workers, psychologists, psychiatrists, probation officers and the police.

Again, let me be more specific:

1. Some are obviously advocating permissiveness by telling parents to give their children more freedom, yet at the same time they talk about setting limits,

being consistent with your discipline, not letting the child rule the home, being firm but fair, etc.

2. Some talk about democracy in the home, yet warn parents against letting the child defy the parents' authority.
3. Some warn against using punishment, yet talk about restricting children and setting definite limits. All are strangely silent about how parents are to enforce their restrictions or what they are supposed to do when the child chooses to defy the limits.
4. Others advocate strong parental authority and warn parents about giving children too much freedom. They even argue that children not only need parental authority but actually want it! I have often wondered where these people have found children who enjoy having their parents restrict them from doing something they strongly want to do. These people seem amazingly naive about how children learn to lie, rebel, retaliate, or strike back when parents rely on authority to control and direct. Have they also not seen how some children respond to strong parental authority by submissiveness, fearfulness, conformity, apathy, lack of initiative, withdrawal, and dependence?

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5. Some advisors to parents, particularly school teachers and administrators, police and parole officers, tell parents to use more authority to curb the behavior of children that is obviously a rebellion against parental authority in the first place.
6. Some who advocate the permissive approach fail to tell parents that children who are always allowed to have their own way frequently become uncontrolled, inconsiderate, selfish, unmanageable, ego-centered, spoiled brats.

What I found, then, was an almost universal fuzziness or confusion about parental authority and discipline in child-rearing.

I believe that I have formulated a theory that resolves a lot of this confusion about strictness or permissiveness. In this theory there is the influence of my ideas on democratic leadership, first described in my book, Group-Centered Leadership, published in 1955, because I see the parent-child relationship as being almost identical to the boss-subordinate relationship. I have also been influenced by Carl Rogers' ideas about what it takes to be a therapeutic or helping agent to another, outlined in his article, "Characteristics of a Helping Relationship." However, I have had to go beyond both of these theories in order to deal more directly with conflict and how conflict gets resolved in human relationships. Both Rogers' theory and my own failed to deal with conflict,

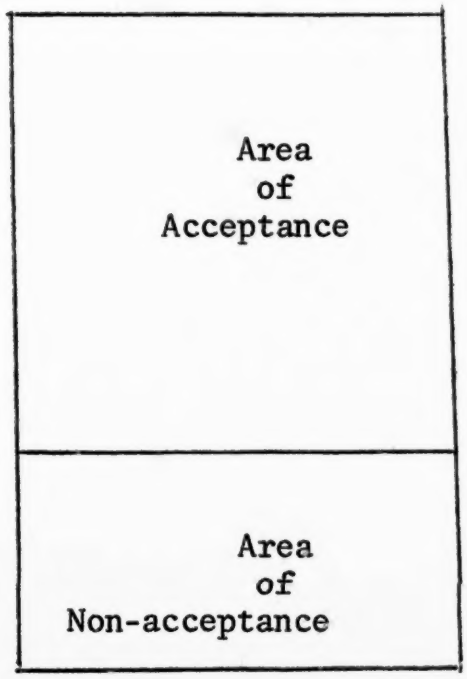
largely because they both were derived principally from our work with relationships between a professional therapeutic agent and his clients. In such relationships, serious conflict seldom occurs. Not so, however, in the parent-child relationship, as all of us parents know too well. In this relationship, as in such relationships as husband-wife, boss-subordinate, friend-friend, group-group, and nation-nation, conflict is not only frequent, but it is inevitable. Hence a useful theory of effective human relationships must deal specifically with conflict and how conflicts are resolved.

In the remainder of this paper I will outline a theory of parent effectiveness. While I shall talk only about the parent-child relationship, I now feel this can also be a theory of effectiveness in all human relationships.

Acceptance and Non-Acceptance: Being Real With Children

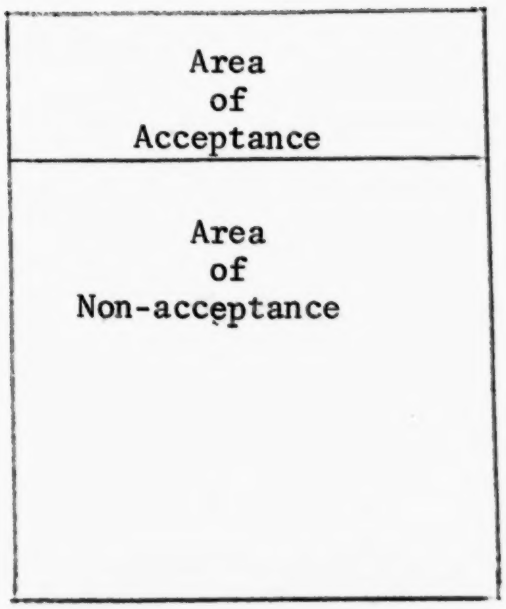
Fundamental to being an effective parent is having the quality of being real with children--the sensitivity to be aware of how one feels toward a child as of a particular moment, plus the courage to act toward him in a way that is consistent with that feeling. We can call it being honest, but that does not capture the essence of this quality. It is more a capacity to be what one is feeling--being"transparently real" (Jourard's term) or "congruent" (Rogers' term). It is the opposite of playing the role of being a proper parent, acting a part, pretending, or behaving the way one should or ought to behave as a parent.

We can initially think of a parent's feeling toward a child as being either one of acceptance or non-acceptance. Let us represent all of the child's possible behaviors--everything he might do or say--by a rectangular area. Obviously, some of these behaviors the parent can accept, some he cannot. We can represent this by dividing the rectangle into an <u>area of acceptance</u> and an <u>area of non-acceptance</u>.

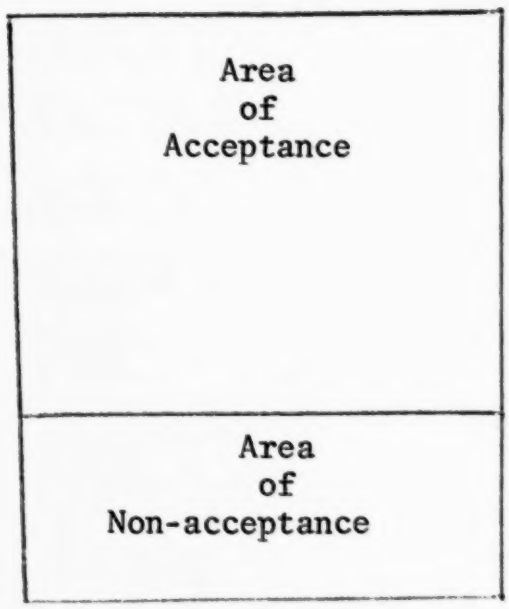


Using this diagram as a frame of reference, we can begin to describe some of the significant dynamics of the parent-child relationship:

1. The line of demarcation between the two areas will not be in the same place for all parents. Some parents are accepting of more behaviors of their children than are other parents. Some parents have a greater capacity for acceptance.

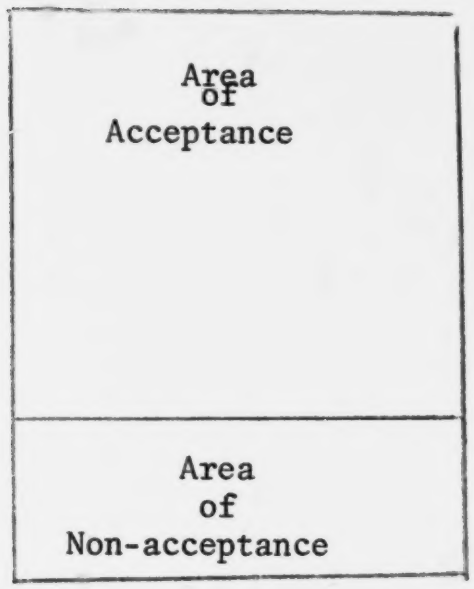


A Relatively Non-accepting Parent

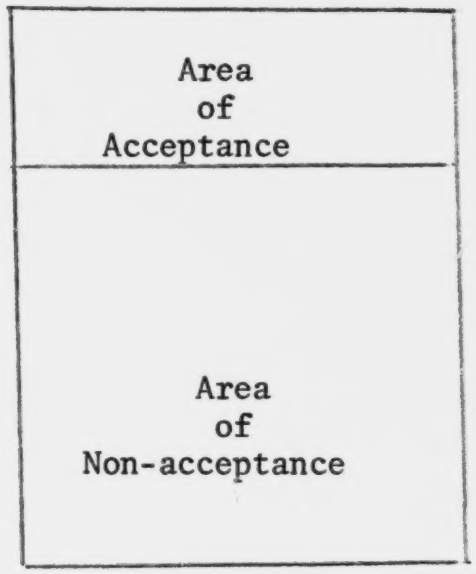


A Relatively Accepting Parent

2. Where the line of demarcation is drawn will also be a function of the child. It is much harder to accept some children than it is other children, for a variety of reasons. Some children are more aggressive, more active, more energetic. With such children we can expect that they might behave more frequently in ways that the parent finds unacceptable, e.g. getting into things, knocking things over, making noise, etc. Some children may start life with illness or cry more frequently or have difficulty sleeping or have the misfortune of being endowed with characteristics that are difficult for a parent to accept.



Parent with a more acceptable child



Parent with a less acceptable child

That a parent should feel equally accepting of each of his children is not only a fallacious notion but one that has caused many parents to feel guilty when they do not accept one as much as another.

3. The line of demarcation does not remain fixed or stationary. It moves up and down frequently, as a function of several factors: changes in the parent, changes in the child, and changes in the environment. A parent who on a particular day is feeling energetic, healthy, and happy with himself is likely to feel accepting of more of his child's behaviors. However, on a day when he feels terrible, some of the behaviors that were acceptable to him when he felt good are no

longer acceptable. All therapists know from experience that their capacity to be accepting varies with how they are feeling inside themselves. The same is true of parents.

Children, too, change from day to day. When a child is sick or tired or not liking himself, he is likely to exhibit more behaviors that will be unacceptable to his parents.

Finally, the situation will markedly affect where the line of dermarcation is drawn. For example, acceptable table manners at home may become unacceptable when the family is eating in a public restaurant.

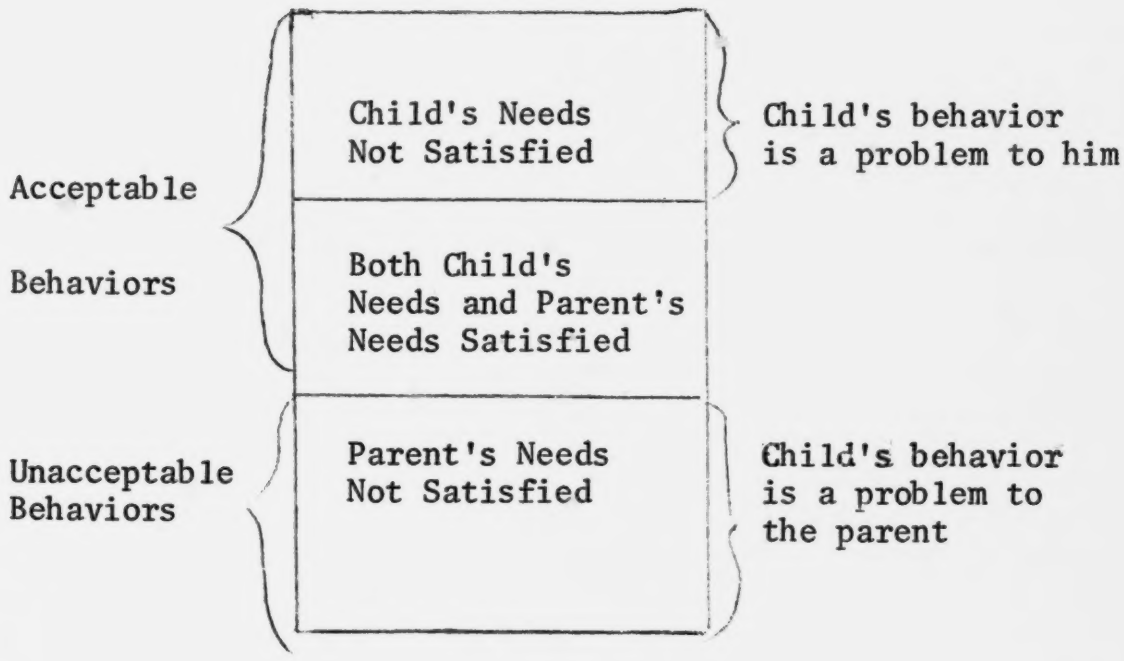
4. It is inevitable, then, that parents will be <u>inconsistent</u> with their children. How could they be anything else when their feelings are changing from day to day, from child to child, and from situation to situation. In fact, if parents should try to be consistent, they obviously could not be real with their children.

5. A child's father may be relatively accepting and his mother relatively unaccepting, or vice versa. Furthermore, the lines of each are constantly moving up and down, and probably seldom synchronously. The obvious implication of this is that those who tell parents to present a common front to their children at all times are asking parents to be unreal, incongruent, or plain phony.

6. No parent can be unconditionally accepting toward a child. Here is where I depart from Carl Rogers' thinking. For every parent, at some time, there will be behaviors of the child in the parent's area of unacceptance. However, some parents play a role or pretend to be accepting when they are not. This we can call false acceptance or false permissiveness. I find many parents in our society guilty of this. Again, the parent who feels he should be unconditionally accepting and thus acts accepting when he feels unaccepting, obviously cannot be real with his children. Frequent exposure to situations in which a parent is feeling one way and acting another can cause children to feel in a bind, insecure, anxious and confused--they live in an interpersonal world of ambiguity and uncertainty, and they also learn to distrust their parents.

The Concept of "Ownership of Problems"

Another area must be delineated in our rectangle to represent behaviors of the child which while not unacceptable to the parent by virtue of causing a problem to him are indicative of the child being a problem to himself.



Our rectangle now represents the fact that in the parent-child relationship, three different kinds of situations occur.

1. Situations in which the child has a problem because he is thwarted in satisfying some need of his own, yet it is not a problem for the parent inasmuch as the child's behavior in no tangible way is interfering with the parent satisfying his own needs. CHILD OWNS THE PROBLEM
2. Situations in which the child is satisfying his own needs (he is not thwarted) and his behavior is not interfering with the parent satisfying his needs. NO PROBLEM IN THE RELATIONSHIP
3. Situations in which the child is satisfying his own needs (he is not thwarted), yet his behavior is a problem to the parent because it is interfering in

some tangible way with the parent satisfying a need of his own.

PARENT OWNS THE PROBLEM

What kinds of problems does the child own? In general, my criterion for child ownership of a problem is that he is aware that some need of his is not being satisfied yet his behavior in no way is interfering with his parent's satisfying his needs. We might say in such instances that the child is a problem to himself. Some problems as these would be owned by the child.

Jimmy feeling rejected by one of his friends.

Billy sad because he didn't make the tennis team.

Linda frustrated because boys are not dating her.

Bonnie unable to decide what her vocation is to be.

Ralph uncertain about whether to go to college.

Bruce suspended for two days for ditching school.

Fran unhappy with taking piano lessons.

Problems such as these are the ones children inevitably encounter as they attempt to cope with life--their own life, Children's frustrations, puzzlements, deprivations, concerns, and, yes, even their failures should belong to them, not their parents.

When does a parent own the problem? The first clue for a parent is simply when he senses his own feeling of unacceptance toward the child.

The child is behaving in a certain way and the parent begins to have inner feelings of annoyance, frustration, or resentment. A mother finds herself watching the child, becoming tense, experiencing discomfort, not liking what he is doing:

> A child is getting too close to a valued piece of china.
>
> A child has his feet on the rungs of your new chair.
>
> A child is frequently interrupting your conversation with a friend.
>
> A child is tugging at you to leave and break off your conversation with a neighbor.
>
> A child has left his boys in the living room just before guests are to arrive.
>
> A child appears about ready to tip over his milk onto the rug.

All of these behaviors actually or potentially are threatening some legitimate need of the parent. The child's behavior <u>in some tangible or direct way</u> affects the parent--mother does not want her vase broken, her chair scratched, her rug soiled, her discussion interrupted, etc.

We are finding that it is very important for parents to understand the difference between problems owned by the child and problems owned by the parent. They must be able to distinguish between the two, because solving the two types of problems requires two entirely different methods--two different approaches, two different skills.

To help a child solve problems he owns, the parent must learn the skills of a counselor. He must learn how to be

effective in facilitating problem-solving inside the child. The parent's principal tool, as a helping agent for the child, is listening. The main direction of the communication process is from the child to the parent. The parent is principally the receiver of the child's messages, not a sender of his own messages.

Parent Effectiveness Training teaches parents to avoid stepping in to solve the child's problem for him, yet gives parents training in the skill required to help the child solve his own problem. The skills we teach are identical to those of the client-centered counselor--what Dorothy Baruch called "mirroring", Carl Rogers calls "reflection of feelings". We call it "Active Listening" (after Farson). In our classes we are finding that many parents acquire a very high level of competence in Active Listening.

On the other hand, to help solve a problem that the parent himself owns, he must learn the skills of confrontation. He must learn to be effective in influencing the child to modify the behavior that is a problem to the parent. The parent's principal tool is telling child honestly and directly how the parent feels. We call this sending "I"-messages (I feel angry, I feel tired, I am annoyed). The parent must be a sender, not a receiver. The main direction of the communication process, then, is from the parent to the child.

These two contrasting approaches can be summarized as follows:

WHEN THE CHILD	WHEN THE PARENT
OWNS THE PROBLEM	OWNS THE PROBLEM
Child initiates	Parent initiates
Parent is a listener	Parent is a sender
Parent is a counselor	Parent is an influencer
Parent wants to help child	Parent wants to help himself
Parent is a "sounding board"	Parent wants to "sound off"
Parent facilitates child finding his own solution	Parent has to find his own solution
Parent can accept child's solution	Parent must be satisfied with solution himself
Parent primarily interested in child's needs	Parent primarily interested in his own needs
Parent is more passive	Parent is more aggressive

Our Parent Effectiveness Training has been described as a course to teach parents the skills of the professional counselor, so that they may increase their effectiveness in helping their children solve for themselves the inevitable problems they encounter as they move through their lives. But this is only one of our objectives. The second is to teach parents the skills of openly and honestly confronting children, so that they may become more effective in influencing their children to respect and consider the needs of the parents. Our course, by virtue of providing training in both of these skills, clearly tells parents that if any relationship between persons is to be therapeutic, the needs of both must be satisfied, the problems of each must be solved. We are trying to teach a philosophy in which the parent by his behavior toward the child continually communicates:

"I will try to help you solve your problems, but when I have a problem caused by your behavior, I expect you to try to help me solve my problem".

When "The Relationship Owns the Problem"

A third type of problem occurs in all human relationships. Unlike the problems caused by the child not meeting his own needs or the problems caused when the parent's needs are not being met, there are those problems involving a conflict-of-needs between the parent and the child. Such conflicts are inevitable, and they run the gamut from minor differences to major disagreements. These are problems owned by the relationship by virtue of both parent and child being involved--the needs of both are at stake.

While it may seem that because conflicts are all so different they may be resolved by an unlimited number of ways, actually there are but three basic methods of conflict-resolution available to parents. Parents thus have a rather limited choice in how they can try to resolve conflict. The vast majority of parents in our society use only two of these methods. My experience has convinced me that very few parents (less than one or two per cent) are even aware of the fact that there exists an alternative to the two most frequently used methods. In our Parent Effectiveness Training Course, we refer to these three methods simply as Method I, II and III. In the course we critically examine the two most frequently used methods, I and II, both of which are "Win-Lose" methods. Then we introduce parents to the alternative, Method III, which paradoxically is the least used yet by far

the most effective method.

Method I and Method II are "Win-Lose" methods, inasmuch as each involves one person winning and the other losing--one gets his way and the other does not, or one meets his needs but the other does not. First, let us look at how Method I works in parent-child conflicts.

Method I

Parent and child encounter a conflict-of-needs situation. The parent decides what the solution should be. Once having selected the solution, the parent then announces it and hopes the child will accept it. If the child does not like the solution, the parent first might try persuasion to try to influence the child to accept the solution. If this fails, the parent usually tries to get compliance by employing power and authority. In the end the child complies, but feels resentful because he has lost.

Let us look at how Method II works in parent-child conflicts:

Method II

Parent and child encounter a conflict-of-needs situation. The parent may or may not have a preconceived solution. If he does, he may first try to persuade the child to accept it. It becomes obvious, however, that the child has his own solution and is attempting to persuade the parent to accept it. If the parent resists, the child

might then try to use his power to get compliance from the parent. In the end the child gets his way, the parent feels resentful because he has lost.

Method I and Method II have similarities even though the outcomes are totally different. In both, each person has his own solution and is trying to persuade the other to accept it. The attitude of each person in both Method I and Method II is "I want my way and I'm going to fight to get it." In Method I the parent is inconsiderate and disrespectful of the needs of the child. In Method II, the child is inconsiderate and disrespectful of the needs of the parent. In both, one goes away feeling defeated, and then is usually angry at the other for causing the defeat. Both methods involve a power struggle and, of course, the adversaries are not loathe to use their power if they feel it is necessary to win.

Almost without exception the parents who enroll in Parent Effectiveness Training have been resolving conflicts with their children exclusively by either Method I or Method II. Either the parent wins and the child loses or else the child wins and the parent loses. Thus, the parent-child relationship in our society typically develops into a power struggle-today's parents and their children end up in a contest, or if you will, <u>at war</u>, both thinking in terms of one winning and one losing. Sometimes the relationship is that of a cold war, sometimes it is a rather heated fight.

The alternative to these two "Win-Lose" methods is a method that is actually quite commonly utilized in our society. Children use it to settle disagreements among themselves. Husbands and wives frequently employ the method to resolve their differences. Partners in business rely on it to achieve agreement out of their conflicts. Labor unions and managers of companies use it to negotiate contracts that both organizations agree to abide by. And, of course, countless numbers of legal conflicts are resolved by out-of-court settlements involving mutual agreement between the contesting parties.

Method III is a non-power method of resolving conflicts--a method by which conflicts are resolved with no one winning at the expense of the other losing. Both win, in a sense. Or no one loses--hence, we describe Method III as the "No-lose" method. It is conflict-resolution by mutual agreement with the resolution:

Method III

> Parent and child encounter a conflict-of-needs situation. The parent asks the child to participate with him in a joint search for some solution that would be acceptable to both. One or both offer possible solutions which are critically evaluated until eventually they make a decision on a final solution that is acceptable to both. No selling of the other is required after the solution has been selected, simply because both have already accepted it.

No power is required to force compliance, obviously because neither is resisting the decision. Nobody feels resentful. No one loses.

What happens to children and to parent-child relationships when parents use the two "Win-Lose" methods has already been documented by both research and clinical experience. The effects of Method III, however, have not been documented, largely because researchers have not designed their studies to include families in which Method III is the predominant method of conflict-resolution. Even if they had, I suspect they would have had difficulty finding such families in our society.

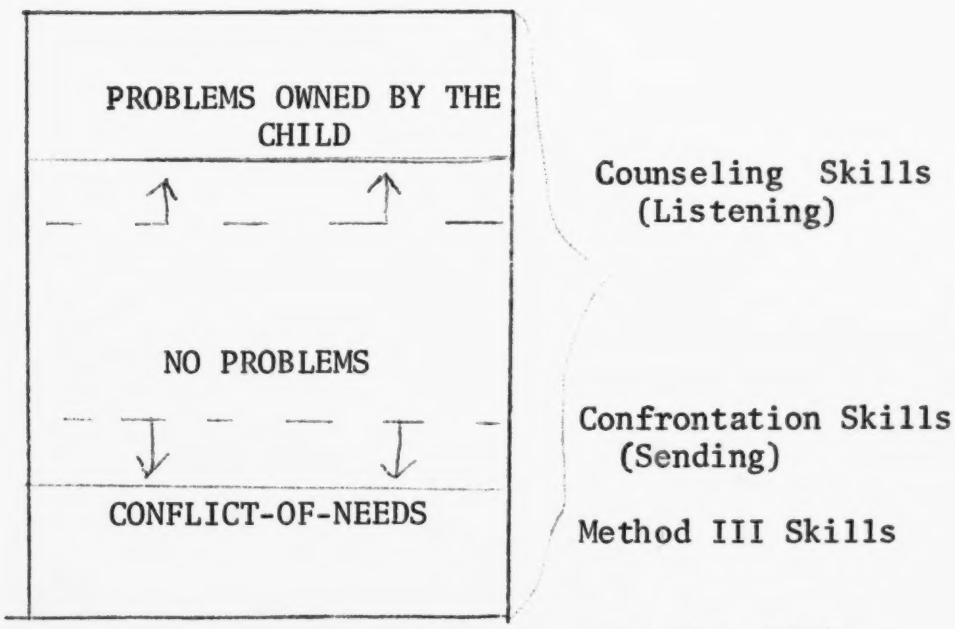
Now that we are producing such families through our training program, it will soon be possible to evaluate the outcome of Method III by means of a research study. Here are some of the outcomes these parents are reporting to us:

1. Children are much more motivated to carry out decisions they have had a hand in making (The Principle of Participation. Rules and regulations not only are established but they are more apt to be followed.
2. Because parental power does not have to be used, children have nothing to rebel against. Children do not rebel against parents, they rebel against power.

3. Children do things because they have agreed to do them rather than because they fear punishment.
4. Children have little reason to lie and cover up so they are more open and honest with their parents.
5. Because all solutions to conflicts are acceptable to the children, they do not feel resentment and anger. Nor do the parents.
6. Children learn to respect the needs of their parents because their parents respect theirs.
7. Children used to Method III conflict-resolution are more likely to employ this method in their conflicts with other children.
8. Children learn to be responsible, whereas Method I never gives them a chance and Method III allows them to be irresponsible.
9. Children from Method III homes are more apt to spot authoritarianism in teachers or other parents. They are critical of Method I people, but they also seem more able to cope with them constructively rather than self-destrictively.
10. After Method III has been instituted in the home, some parents have reported changes in their children that are as dramatic as changes often seen in children as as a result of individual psychotherapy.

These are only some of the outcomes reported by parents who have been successful in giving up Method I and Method II in favor of Method III. What is obviously needed now in our program is a carefully designed research study to provide us with objective evidence of the extent to which our training program is modifying the behavior of parents in these directions.

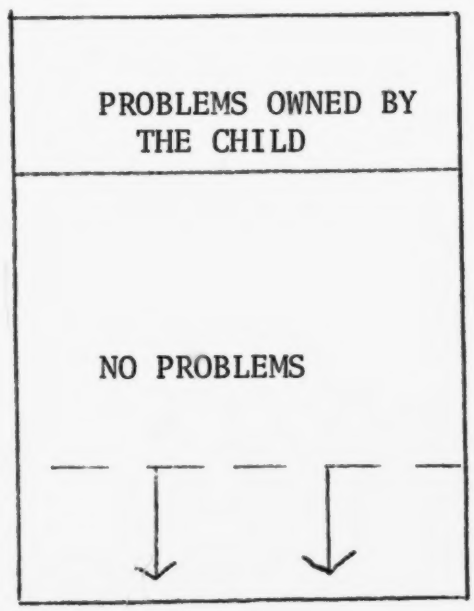
Returning to our rectangle now, we can summarize the basic theory underlying Parent Effectiveness Training:



First, the training program teaches parents the skills of counseling that will help the child solve some of the problems he owns, thus increasing the size of the "No Problem" area.

Secondly, the training program teaches parents the skills of confrontation that will help them solve some of the problems caused them by the behavior of the child, thus increasing the size of the "No Problem" area.

Effective confrontation, however, will not always bring about modification of the child's behavior, so there always will be some conflicts between parent and child. Thus, our program teaches parents the skills required to resolve such conflicts by the "No-Lose" method. Because this method results in solutions that are acceptable to both the child and the parent, it is obvious that after a conflict has been resolved, the parent will be able to feel totally accepting of the child, at least until the child next behaves in some way that is unacceptable to the parent, thus requiring Method III conflict resolution.



This diagram shows how it is possible for a parent to feel accepting of all of the behaviors of the child, at least

for that period of time until conflict crops up. Thus the child is living in a climate in which he feels accepted until another conflict arises. He knows when he is accepted, he knows when he is not.

Perhaps this brief summary of the theory underlying Parent Effectiveness Training has made it clear what we are attempting to do in this educational-preventive program.

We are exposing parents to a truly democratic and therapeutic philosophy of interpersonal relations. A year ago I tried to write this philosophy in everyday language that any parent could understand. I call it a CREDO FOR MY RELATIONSHIPS WITH MY CHILD. It is also a credo for my relationships with all others:

> You and I are in a relationship, yet each of us is a separate person with his own needs. I will try to be as accepting as I can of your behavior as you try to meet your needs. I will be accepting of you when you have problems meeting your own needs. But I can be genuinely accepting of you only as long as your behavior does not interfere with my meeting my own needs. When it does and I am feeling unaccepting of you, I will tell you as openly and honestly as I can just how I feel, leaving it up to you whether you then will change your behavior. I encourage you to do the same with me when my behavior interferes with your meeting your needs.

I will try then to listen accurately to your feelings and change my behavior if I can. However, at those times when either of us feels he cannot change, thus finding that a conflict-of-needs truly exists in our relationship, let us both commit ourselves to resolve each such conflict without resorting to the use of either my power or yours to win at the expense of the other losing.

I respect your needs, but I also must respect my own. Consequently, let us strive always to search for solutions to our inevitable conflicts that will be acceptable to both of us. In this way, your needs will be met, but so will mine--no one will lose, both will win.

As a result, you can continue to develop through meeting your needs, but so can I. Thus, our relationship can always be a healthy one because it will be mutually satisfying. In this way, each of us can become what he is capable of being, and we both can continue to relate to each other in mutual respect, friendship, love and peace.

This to me is a philosophy of an ideal "therapeutic relationship". It is also a philosophy of a truly democratic relationship. What excites me is the possibility that we can now say that a democratic home or a democratic institution will be maximally

therapeutic for its members, and that the most effective therapy for persons will turn out to be an experience in a democratic relationship with another. Could it be, then, that democracy is therapy and therapy is democracy?